

## NEW TECHNOLOGIES IN GERMAN TEACHING

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|----|---|--|
| 1  | Course Title:   | NEW TECHNOLOGIES IN GERMAN TEACHING  |
| 2  | Course Code:  | ALM0004  |
| 3  | Type of Course:   | Optional   |
| 4  | Level of Course:  | First Cycle  |
| 5  | Year of Study:  | 2  |
| 6  | Semester:   | 3  |
| 7  | ECTS Credits Allocated:                                 | 4.00   |
| 8  | Theoretical (hour/week):                                | 2.00   |
| 9  | Practice (hour/week):                                   | 0.00   |
| 10 | Laboratory (hour/week):                                 | 0  |
| 11 | Prerequisites:  | None   |
| 12 | Language:   | Turkish  |
| 13 | Mode of Delivery:                                       | Face to face   |
| 14 | Course Coordinator:                                     | Prof. Dr. YUNUS ALYAZ  |
| 15 | Course Lecturers:                                       |  |
| 16 | Contact information of the Course Coordinator:          | <p>Prof. Dr. Yunus Alyaz<br/>Uludağ Üniversitesi Eğitim Fakültesi<br/>Yabancı Diller Eğitimi Bölümü<br/>Alman Dili Eğitimi Anabilim Dalı<br/>Görükle Kampüsü<br/>16059 Bursa / Türkiye</p> <p>E-Posta: alyaz@uludag.edu.tr<br/>Telefon: + 90 224 294 22 76</p> |
| 17 | Website:  |  |
| 18 | Objective of the Course:                                | The aim of this course is introducing contemporary instructional technologies to the prospective German teachers and developing skills to evaluate, choose and use them in their future classes.   |
| 19 | Contribution of the Course to Professional Development: |  |
| 20 | Learning Outcomes:                                      |  |
|    | 1   | To be able to grasp the basic concepts related to the novice technology and instructional technology.  |
|    | 2   | To be able to evaluate, choose, and use the latest technological resources to enhance the the productivity in teaching German as a foreign language.   |
|    | 3   | To be able to provide suitable learning environments to integrate the latest technologies to the classroom.  |
|    | 4   | To be able to prepare curriculum to make use of the novice technologies in the German lessons.   |
|    | 5   | To be able to use latest technologies in assessment and measurement processes.   |
|    | 6   | To be able to diagnose the advantages and disadvantages of the novice instructional technologies.  |
|    | 7   | To be able to use the novice Technologies to support the interpersonal and intergroup differences.   |
|    | 8   | To be able to help to the colleagues in using the latest instructional technologies.   |
|    | 9   |  |
|    | 10  |  |

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|----------------------------|--|-----------------|------------------------|-------------------------------|
| <b>21</b>                  | Course Content:  |                 |                        |                               |
|                            | <b>Course Content:</b>   |                 |                        |                               |
| <b>Week</b>                | <b>Theoretical</b>   | <b>Practice</b> |                        |                               |
| <b>1</b>                   | Introducing of semester program, preparing of study plan.  |                 |                        |                               |
| <b>2</b>                   | Explaining the terms education, instruction and technology. An overview of historical development of instructional technology. |                 |                        |                               |
| <b>3</b>                   | Web 3.0 technologies in computer assisted German learning.   |                 |                        |                               |
| <b>4</b>                   | Introduction to mobile assisted language learning.   |                 |                        |                               |
| <b>5</b>                   | Analyzing the Android- and IOS-mobile applications for German learning.  |                 |                        |                               |
| <b>6</b>                   | Introduction to digital game based language learning and gamification.   |                 |                        |                               |
| <b>7</b>                   | Learning German with entertaining adventure games.   |                 |                        |                               |
| <b>8</b>                   | Learning German with digital serious games.  |                 |                        |                               |
| <b>9</b>                   | Learning and teaching German with gamified applications.   |                 |                        |                               |
| <b>10</b>                  | Analyzing German learning games developed for mobile devices.  |                 |                        |                               |
| <b>11</b>                  | Introduction to learning and teaching foreign languages using augmented and virtual  |                 |                        |                               |
| <b>Activites</b>           |  | <b>Number</b>   | <b>Duration (hour)</b> | <b>Total Work Load (hour)</b> |
| <b>13</b>                  | Learning and teaching German with virtual reality applications   | 14              | 2.00                   | 28.00                         |
| Practicals/Labs            |  | 0               | 0.00                   | 0.00                          |
| Self study and preperation |  | 15              | 3.00                   | 45.00                         |
| Homeworks                  |  | 1               | 15.00                  | 15.00                         |
| Projects                   |  | 1               | 25.00                  | 25.00                         |
| Field Studies              |  | 0               | 0.00                   | 0.00                          |
| Midterm exams              |  | 1               | 2.00                   | 2.00                          |
| Others                     |  | 0               | 0.00                   | 0.00                          |
| Final Exams                |  | 1               | 2.00                   | 2.00                          |
| Total Work Load            |  |                 |                        | 117.00                        |
| Total work load/ 30 hr     |  |                 |                        | 3.90                          |
| ECTS Credit of the Course  |  |                 |                        | 4.00                          |

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| 22   | Textbooks, References and/or Other Materials: | 1) Bensetti-Benbader, H., Brown, D. (2019). Language Acquisition with Augmented and Virtual Reality”, Proceedings of Society for Information Technology & Teacher Education International Conference, Association for the Advancement of Computing in Education (AACE), 1730-1734.<br>2) Berti, M. 2019. ““You can almost feel like you are in the place presented”: Implementing Virtual Reality in the Language Classroom”, European Association for Computer Assisted Language Learning, EUROCALL/CALICO Virtual Worlds and Serious Games SIG.<br>3) Allonce, R., Gayles, G., Icel, N., & Kapil, S. (2019). Brocca: Social Language Learning in Virtual Reality. Carnegie Mellon University, Pennsylvania, 1-18. <a href="https://static1.squarespace.com/static/5c8ac055840b1615d0ce05f3/t/5ceae838085229ffac093023/1558898747349/Brocca.pdf">https://static1.squarespace.com/static/5c8ac055840b1615d0ce05f3/t/5ceae838085229ffac093023/1558898747349/Brocca.pdf</a><br>4) Gabriel, S. (2016). Spielend Fremdsprachen lernen – Wie können digitale Spiele den Fremdsprachenerwerb unterstützen? Eine kurze Übersicht über den derzeitigen Stand der Forschung. Medienimpulse, 54(3), 1-25.<br>5)Blume, C. (2019). Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning. Computer Assisted Language Learning, 33 (1-6), 109-132, doi: 10.1080/09588221.2018.1552599<br>6) Wolf, Sebastian (2013). Hausaufgabe: Rette die Prinzessin! Entstehung, Geschichte und Didaktik der Computer- und Videospielmusik. Hamburg: Diplomica Verlag.<br>7) Dalgarno, B., Lee, M. J. (2010). What Are the Learning Affordances of 3-D Virtual Environments?”, British Journal of Educational Technology, 41(1), 10-32.<br>8) Boyles, B. (2017). Virtual Reality and Augmented Reality in Education, Center For Teaching Excellence, United States Military Academy, West Point, NY.<br>9) O'Brien, M. G., Levy, R., ve Orich, A. (2009). Virtual Immersion: The Role of CAVE and PC Technology, CALICO Journal, 26(2), 337.<br>10) Chinnery, G.M. (2006). Emerging Technologies Going to the MALL: Mobile Assisted Language Learning. Language Learning & Technology, 10(1), 9-16. |        |
| 23   | Assesment                                     |   |        |
| TERM LEARNING ACTIVITIES   |   | NUMBER  | WEIGHT |
| Midterm Exam   |   | 1   | 25.00  |
| Quiz   |   | 0   | 0.00   |
| Home work-project  |   | 1   | 25.00  |
| Final Exam   |   | 1   | 50.00  |
| Total  |   | 3   | 100.00 |
| Contribution of Term (Year) Learning Activities to Success Grade |   | 50.00   |        |
| Contribution of Final Exam to Success Grade                      |   | 50.00   |        |
| Total  |   | 100.00  |        |
| Measurement and Evaluation Techniques Used in the Course         |   |   |        |
| 24   | ECTS / WORK LOAD TABLE                        |   |        |

| 25  | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS |     |     |       |     |     |          |     |     |        |      |      |             |      |      |      |
|---|---|-----|-----|-------|-----|-----|----------|-----|-----|--------|------|------|-------------|------|------|------|
|   | PQ1   | PQ2 | PQ3 | PQ4   | PQ5 | PQ6 | PQ7      | PQ8 | PQ9 | PQ10   | PQ11 | PQ12 | PQ13        | PQ14 | PQ15 | PQ16 |
| ÖK1   | 1   | 4   | 4   | 5     | 4   | 4   | 1        | 2   | 2   | 1      | 1    | 1    | 1           | 5    | 4    | 1    |
| ÖK2   | 1   | 4   | 4   | 5     | 4   | 4   | 3        | 2   | 2   | 1      | 1    | 1    | 1           | 5    | 3    | 1    |
| ÖK3   | 1   | 5   | 4   | 5     | 4   | 4   | 5        | 3   | 3   | 1      | 1    | 1    | 1           | 5    | 4    | 1    |
| ÖK4   | 1   | 4   | 4   | 5     | 5   | 4   | 4        | 3   | 4   | 1      | 1    | 1    | 1           | 5    | 5    | 4    |
| ÖK5   | 1   | 3   | 1   | 1     | 5   | 3   | 5        | 5   | 4   | 1      | 1    | 1    | 1           | 5    | 4    | 1    |
| ÖK6   | 1   | 3   | 4   | 0     | 5   | 3   | 4        | 3   | 2   | 1      | 1    | 1    | 1           | 4    | 4    | 1    |
| ÖK7   | 1   | 1   | 4   | 5     | 5   | 3   | 4        | 3   | 5   | 1      | 1    | 1    | 1           | 5    | 4    | 1    |
| ÖK8   | 1   | 4   | 4   | 5     | 4   | 3   | 4        | 3   | 5   | 1      | 1    | 1    | 1           | 4    | 3    | 1    |
| LO: Learning Objectives    PQ: Program Qualifications |   |     |     |       |     |     |          |     |     |        |      |      |             |      |      |      |
| Contribution Level:                                   | 1 very low  |     |     | 2 low |     |     | 3 Medium |     |     | 4 High |      |      | 5 Very High |      |      |      |